3RD GRADE MATHEMATICS CURRICULUM MAP 2007-08

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCEs	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS FOR LEARNING *(Formative)*	ASSESSMENTS OF LEARNING *(Summative)*	LEARNING STRATEGIES *Skills*	CONTENT ACTIVITIES *Knowledge*	VOCAB.	INSTRUCTIONAL RESOURCES
	DATA AND PROBABILITY							
UNIT 1 **Use Bar Graphs** *Pacing: 10 days*	D.RE.03.01 Read and interpret bar graphs in both horizontal and vertical forms.	Bar Graphs	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Describe parts of a bar graph Display examples of bar graphs in vertical and horizontal form	Interpret data shown on bar graphs Ability to read information presented on a bar graph Make knowledgeable decisions based on data	Horizontal Form Vertical Form	**Scott Foresman Textbook** Chapter 1 Lessons 2, 4, 5, 9, 10 **Investigations:** Data Detectives Data Explorer **AIMS** – Jar Breakers and Heart Thumpers: Candy Factoring
	D.RE.03.02 Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph.	Scales on Bar Graphs	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Describe maximum, minimum, and range Identify scale of bar graphs Demonstrate calculation of range Incorporate Social Studies Connect, Take a Stand, and voting; relate graph to questions	Knowledge of maximum, minimum, and range Ability to read the scale of a bar graph	Maximum Minimum Range Scale	Supplemental material needed for maximum and minimum
	D.RE.03.03 Solve problems using information in bar graphs, including comparison of bar graphs.	Information on Bar Graphs	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Relate bar graphs to real world situations Determine and discuss information presented in the bar graph	Show knowledge of logical reasoning based on information in a bar graph Ability to make informed decisions based on information in graph	Comparison Data Maximum Minimum	**Scott Foresman Textbook** Chapter 1 Lessons 4, 5, 9, 10
	NUMBERS AND OPERATIONS							
UNIT 2 **Understand and Use Number Notation and Place Value** *Pacing: 15 days*	N.ME.03.01 Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., relate numeral or written word to a display of dots or objects.	Numbers to 10,000	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Practice reading and writing numbers; and naming place value of specific digits Identify large numbers using objects, arrays, grids, and words	Read and write numbers to 10,000	Numbers 1 – 10,000	**Scott Foresman Textbook** Chap 2 Lessons 1, 2, 3 **Investigations:** Landmarks 3rd gr – to 1,000 Landmarks 4th gr – 1,000 Math Blaster Versa Tiles

	N.ME.03.02 Identify the place value of a digit in a number, e.g., in 3,241, 2 is in the hundreds place. Recognize and use expanded notation for numbers using place value through 9,999, e.g., 2,517 is 2000 + 500 + 10 + 7; 4 hundreds and 2 ones is 402.	Place Value Expanded Notation	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Practice building and reading numbers; and naming place value of specific digits Write numbers in expanded form Write numbers in word form Write numbers in standard form	Demonstrate an understanding of place value for each digit in a number Ability to read and write numbers in expanded form Ability to read and write numbers in word form	Place Value Standard Form Word Form Expanded Form Digit Value Place Greater than Less than	**Scott Foresman Textbook** Chapter 2 Lessons 1 – 3
	N.ME.03.03 Compare and order numbers up to 10,000.	Compare and Order Numbers	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Distinguish between greater than and less than; and practice comparing numbers Identify and distinguish place value Practice ordering numbers on a number line	Know and recognize place value Show understanding of ordering and comparing numbers to 10,000	Place Value Greater Than Less Than	**Scott Foresman Textbook** Chapter 2 Lessons 6 & 7
UNIT 3 **Add and Subtract Whole** *Pacing: 20 days*	N.FL.03.06 Add and subtract fluently two numbers through 999 with regrouping, and through 9,999 without regrouping.	Addition and Subtraction	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Demonstrate addition and subtraction of any digits to 999 using regrouping; and any digits to 9,999 without regrouping Trade to regroup Use beans or Popsicle sticks for place value or base 10 blocks	Understand the concept and need of regrouping Ability to add and subtract using regrouping for sums and differences to 999 Ability to add and subtract without regrouping for sums and differences to 9,999	Addend Sum Subtrahend Difference Regrouping	**Scott Foresman Textbook** Chapter 2 Lessons 8 & 9 Chap 3 Lessons 1, 2, 3, 5, 6 Chap 3 Lesson 17 Chap 4 Lessons 1 – 7, 11, 13, 16 **Investigations:** Combining and Comparing Inv. 1 Mental Math in the Middle Grades by Jack Hope Pentathlon – Qwatro Sinko (Div. II), Sum Dominoes and Dice (Div. II), Contig 60 (Div.III) The Problem Solver Math Blaster Versa Tiles
	N.FL.03.07 Estimate the sum and difference of two numbers with three digits (sums up to 1,000), and judge reasonableness of estimates.	Estimation of Sums and Differences	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	"If the guy next door is 5 or more….." (Magic 5) Rounding numbers	Application of estimation skills of sums up to 1,000, and differences less than 1,000	Estimation Rounding Regroup Reasonableness	**Scott Foresman Textbook** Chapter 2 Lessons 8 & 9 Chap 3 Lesson 4 Chap 4 Lesson 4 **Investigations:** Combining and Comparing Inv. 3
	N.FL.03.08 Use mental strategies to fluently add and subtract two-digit numbers.	Addition and Subtraction Strategies	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Mental math strategies Flash Card Practice Timed Tests "If the guy next door is 5 or more….." (Magic 5)	Knowledge of using strategies to add and subtract two digit numbers	Strategy Addend Sum Subtrahend Difference	**Scott Foresman Textbook** Chapter 2 Lessons 8 & 9 Chap 3 Lesson 11 Chap 4 Lesson 14 **Investigations:** Combining and Comparing Inv. 3

Problem-solving with Whole Numbers	N.MR.03.15 Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including "product" and "quotient"), and mathematical statements; solve.	Word Problems using Addition, Subtraction, Multiplication, and Division	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Display four mathematical operations using objects and words Show multiplication using arrays Show dividing evenly into groups	Students share their own story problems to demonstrate the four mathematical operations Students physically move to display dividing examples	Addend Sum Subtrahend Difference Factor Product Divisor Dividend Quotient	**Scott Foresman Textbook** Chap 3 Lessons 10 & 17 Chap 4 Lessons 13 & 16 **Investigations:** Combining and Comparing Inv. 5
UNIT 4 **Understand Simple Decimals and Fractions in Relation to Money** *Pacing: 15 days*	N.ME.03.21 Understand and relate decimal fractions to fractional parts of a dollar, e.g., ½ dollar - $0.50; ¼ dollar = $0.25.	Fractional Parts Using **Money**	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Practice writing each denomination of money (coins) as decimals Play Money Matching Game	Show accurate counting (add and subtract) using play money Know decimal representation of each coin value	Half Quarter	Supplemental material needed
Measure and Use Units for Time	M.UN.03.02 Measure in mixed units within the same measurement system for (length, weight,) and time; (feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters,) hours and minutes, minutes and seconds, years and months.	Measurements of **Time**	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Identify different times in hours, minutes, and seconds Demonstrate adding and subtracting time "How much time until _____?" "How long ago did _____ occur?"	Ability to tell time Show knowledge of adding or subtracting times	Second Minute Hour Day Month Year	**Scott Foresman Textbook** Chapter 2 Lesson 10 – 15 **Investigations:** Combining and Comparing Inv. 3 Sessions 3 Inv. 5 Sessions All
	M.UN.03.01 Know and use common units of measurements in (length, weight), and time.	Units of Measurements for **Time**	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Practice reading all measurements of time	Recognize and use measurements of length and weight	Second Minute Hour Day Month Year	**Scott Foresman Textbook** Chapter 2 Lesson 10 – 15 **Investigations:** Combining and Comparing Inv. 3 Sessions 3 Inv. 5 Sessions All
	M.PS.03.11 Add and subtract money in dollars and cents.	Add / Subtract **Money**	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Practice adding and subtracting values of coins	Show some knowledge of adding and subtracting value of coins without play money	Coins Dollars	**Scott Foresman Textbook** Chapter 3 Lesson 15, 16 Chapter 4 Lesson 15 **Investigations:** Combining and Comparing Inv. 3
	M.PS.03.12 Solve applied problems involving money, (length), and time.	Applied Problems with **Money and Time**	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Solve real world situations using time examples Solve real world situations using money examples	Demonstrate ability to add and subtract time Demonstrate ability to add and subtract money	Cents Dollars Money Denominations Half hour Quarter hour	**Scott Foresman Textbook** Chapter 10 Lesson 15 Chapter 3 Lesson 17 **Investigations:** Combining and Comparing Inv. 3

UNIT 5 **Multiply and Divide Whole Numbers** *Pacing: 45 days*	N.ME.03.04 Count orally by 6's, 7's, 8's, and 9's starting with 0, making the connection between repeated addition and multiplication.	Verbal Counting	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Emphasize multiplication as repeated addition Practice skip counting verbally Buzz – count by multiples	Verbally count by 6's, 7's, 8's, and 9's starting at 0 Create diagram that shows repeated addition and the connection to multiplication	Skip Counting Multiple Even Odd	**Scott Foresman Textbook** Chapter 5 Lesson 8 Chapter 6 Lessons 3, 4, 6, 7 Chapter 7 Lessons 1 – 4, 7, 9, 13, 14 Problem Solving Chapter 5 Lesson 9 & 10 Chapter 6 Lesson 9 Chapter 7 Lesson 9 & 13 **Investigations:** Things That Come in Groups Inv. 2 Sessions All Landmarks in the 100's (gr 3) Landmarks in the 1,000's (gr 4) Arrays and Shares – Grade 4
	N.ME.03.05 Know that even numbers end in 0, 2, 4, 6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1, 3, 5, 7, or 9, and work with patterns involving even and odd numbers.	Even and Odd Numbers	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Identify number patterns of even and odd numbers Place objects into groups showing that even numbers can be divided into two equal-sized groups	Recognize one's digit as being either even or odd Know even numbers can be shared or divided into two equal groups	Even Equal Groups Multiples Odd	**Scott Foresman Textbook** Chapter 5 Lesson 4 Chapter 6 Lesson 6 Chapter 7 Lesson 12 ADD Math Workbook Green Math Binder Versa Tiles Hands-On Equations – level 1 Math Blasters Mastering Math Facts by Donald Crawford
	N.MR.03.09 Use multiplication and division fact families to understand the inverse relationship of these two operations, e. g., because 3 x 8 = 24, we know that 24 / 8 = 3 or 24 / 3 = 8; express a multiplication statement as an equivalent division statement.	Multiplication and Division Fact Families	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Set up fact families for multiplication and division Use Multiplication and Division Bingo and Base 10 Blocks Draw arrays examples	Ability to write multiplication and division fact families Ability to complete missing fact (factor, product, divisor, dividend, or quotient) in a fact family	Fact Families Array Factor Multiple Product Divisor Dividend Quotient Inverse Relation	**Investigations:** Things That Come in Groups Inv. 4 Sessions 1 & 2 Flash Card Practice
	N.MR.03.10 Recognize situations that can be solved using multiplication and division including finding "How many groups?" and "How many in a group?" and write mathematical statements to represent those situations.	Multiplication and Division Statements	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Create drawings or diagrams to symbolize multiplication and division showing groups of objects Write multiplication and division statements/number sentences for drawings	Construct multiplication and division number sentences for situations that show grouping Design accurate fact families	Number Sentence Groups Product	**Investigations:** Things That Come in Groups Inv. 1 All Inv. 4 Sessions 3 & 4 Arrays and Shares Inv. 2 Sessions 1 – 3 Flash Card Practice
	N.FL.03.11 Find products fluently up to 10 x 10; find related quotients using multiplication and division relationships.	Products and Quotients	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Multiplication raps and rhymes Draw array examples Practice division examples by ungrouping	Know products to 100, and know related quotients	Product Remainder Quotient	**Scott Foresman Textbook** Chapter 5 Lessons 1 – 8 Chapter 6 Lessons 3, 4, 6 Chapter 7 Lessons 5, 6, 7, 8, 10, 11 Flash Card Practice

	N.MR.03.12 Find solutions to open sentences, such as 7 x __ = 42 or 12 / __ = 4, using the inverse relationship between multiplication and division.	Inverse Relationships	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Substitute in correct factor or divisor to solve number sentences Identify and discuss inverse relationship between multiplication and division	Solve number sentences by identifying the unknown factor or divisor	Unknown Solution Inverse Relationship	**Scott Foresman Textbook** Chapter 7 Lesson 4
	N.FL.03.13 Mentally calculate simple products and quotients up to a three-digit number by a one-digit number involving multiples of 10, e.g., 500 x 6 or 400 / 8.	Three Digit by One Digit Multiplication and Division	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Practice multiplying multiples of 100 by one-digit numbers Practice dividing multiples of 100 by one-digit numbers	Calculate number sentences of multiplication and division of three-digit numbers by a one-digit number mentally	Products Quotients Multiples of 100 Mental Calculations	**Scott Foresman Textbook** Chapter 9 Lessons 1 & 2 **Investigations:** Landmarks in the 100's Inv. 2 Sessions 1 – 3
	N.MR.03.14 Solve division problems involving remainders, viewing the remainder as the "number left over"; interpret based on problem context, e.g., when we have 25 children with 4 children per group then there are 6 groups with 1 child left over.	Division with Remainders	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Demonstrate division exercises involving remainders Identify the remainder as a part left over of the divisor	Ability to calculate division exercises that include remainders	Remainder Left Over Part of Whole	**Scott Foresman Textbook** Chapter 9 Lessons 13, 14 **Investigations:** Arrays and Shares Inv. 2 Sessions 7 & 8
UNIT 6 **Understand Simple Fractions, Relation to the Whole, and Addition and Subtraction of Fractions** *Pacing; 30 days*	N.ME.03.16 Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms "numerator" and "denominator".	Fractions	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Display fractions as division problems, identifying the part and the whole Emphasize the numerator as the part and the denominator as the whole (divisor) Candy Bar Activity	Recognize fractions as division operations Identify the numerator as the part, and the denominator as the whole	Numerator Denominator Equivalent Fraction Shaded Part Unshaded Part Divisor	**Scott Foresman Textbook** Chap 10 Lessons 1, 2, 6, 7 **Investigations:** Sharing Brownies Inv. 1 Sessions 1 & 2 Fair Shares – Games in back Fraction Tiles Fraction Circles Fraction Strips Literature Connection: Hershey Bar Fractions Math Pentathlon – FAB (Div.III)
	N.ME.03.17 Recognize, name, and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.	Equivalent Fractions	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Demonstrate equivalent fractions using the Identity of One (2/2, 3/3, 4/4,.....) Use tile fraction strips Show strategy of Cross Multiplying	Create and name equivalent fractions	Identity of One One-half One-fourth Three-fourths One-eighth Three-eighths Five-eighths Seven-eighths Equivalent Fractions	**Scott Foresman Textbook** Chapter 10 Lesson 3 **Investigations:** Fair Shares Inv. 2 Sessions 1 & 2

	N.ME.03.18 Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.	Fractions on the Number Line	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Order fractions on number line Compare fractions to each other on number line Show fractions on a ruler	Understand fractions that exist on a ruler Ability to order and compare fractions using a number line	Order Greater than Less than Equal to	**Scott Foresman Textbook** Chapter 10 Lessons 4 & 12 **Investigations:** Fair Shares Inv. 1 & 2 Supplemental material needed for number line lesson
	N.ME.03.19 Understand that any fractions can be written as a sum of unit fractions, e.g., ¾ = ¼ + ¼ + ¼.	Unit Fractions	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Practice adding unit fractions	Write fractions as a sum of unit fractions	Unit Fraction Sum	**Investigations:** Fair Shares Inv. 1 & 2 Supplemental material needed for unit fractions
	N.MR.03.20 Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining or taking away segments on the number line.	Addition and Subtraction of Fractions	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Display addition and subtraction of fractions with common denominators focusing on addition and subtraction of numerators	Ability to add and subtract fractions with like denominators	Numerator Denominator Like Denominators	**Scott Foresman Textbook** Chapter 10 Lesson 9 **Investigations:** Fair Shares Inv. 1 & 2
	MEASUREMENT							
UNIT 7 **Measure and Use Units for Length, Weight, and Temperature** *Pacing: 25 days*	M.UN.03.01 Know and use common units of measurements in length, weight, and (time).	Units of Measurements for Length and Weight	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Practice measuring objects in length and weight Verify that: M & M = 1 cm Height of door knob = 1 meter Paper Clip = 1 gram	Recognize and use measurements of length and weight	Inch Feet Yard Miles Centimeter Meter Decimeter Kilometer Pounds Ounces Kilogram Gram	**Scott Foresman Textbook** Chapter 10 Lesson 11 Chapter 12 Lessons 3 & 4 **Investigations:** From Paces to Feet Inv. 2 Sessions 1 & 2 Combining and Comparing Inv. 2 Sessions 1 & 2 Inv. 3
	M.UN.03.03 Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters.	Standard Unit Relationships	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Demonstrate relation between standard or customary units and metric units	Understand comparisons of standard measure and metric measures	Inch Feet Yard Miles Centimeter Meter Decimeter Kilometer Pounds Ounces Kilogram Gram	**Scott Foresman Textbook** Chapter 10 Lessons12, 13, 14 Chapter 11 Lessons 6 & 7 **Investigations:** From Paces to Feet Inv. 2 Sessions 3 – 7 Combining and Comparing Inv. 2 Sessions 1 & 2

	M.UN.03.04 Know benchmarks temperatures such as freezing (32°F, 0°C); boiling (212°F, 100°C); and compare temperatures to these, e.g., cooler, warmer.	Temperatures	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Identify freezing temperatures and boiling temperatures Show comparison between Fahrenheit and Celsius	Knowledge of freezing and boiling temperatures in Fahrenheit and Celsius	Freezing Boiling Fahrenheit Celsius	**Scott Foresman Textbook** Chapter 12 Lesson 5
Understand the meaning of Area and Perimeter and Apply in Problems	M.UN.03.05 Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths.	Area and Perimeter	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Use grid paper to determine areas Draw shapes on grid paper to find perimeter Use Unifix Cubes and pattern blocks to display understanding	Show understanding of concept of area and perimeter Ability to calculate area and perimeter using grid drawings	Area Perimeter Square Units	**Scott Foresman Textbook** Chapter 8 Lessons 8 & 9 **Investigations:** Turtle Paths Inv. 3 (optional use of computer)
	M.UN.03.06 Use square units in calculating area by covering the region and counting the number of square units.	Square Units (Area)	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Use clear grid sheets to place over regular and irregular shape designs and determine area Draw and divide shapes into square units to determine area	Determine area of regular and irregular shapes by counting square units	Square Inches Square Feet Square Centimeters Square Meters	**Investigations:** Things Come in Groups Inv. 3 Sessions 1 – 4
	M.UN.03.07 Distinguish between units of length and area and choose a unit appropriate in the context.	Length and Area Units	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Introduce and indicate differences of labels for length and area	Know units to use for length and area	Inches Square Inches Feet Square Feet Centimeters Square Centimeters Meters Square Meters	**Scott Foresman Textbook** Chapter 10 Lesson 13, 14 (Length) Supplemental material needed for Area
	M.UN.03.08 Visualize and describe the relative sizes of one square inch and one square centimeter.	Relative Sizes of Area	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Display the difference between a square inch and square centimeter Verify that: 1 cm = 1 M & M 1 in = 1 Jolly Rancher AND/OR 1 cm = width of pinky finger 1 in = length of first knuckle of thumb	Understand and distinguish between square inch and square centimeter	1 cm = 1 M & M 1 in = 1 Jolly Rancher	Supplemental material needed
Estimate Perimeter and Area	M.TE.03.09 Estimate the perimeter of a square and rectangle in inches and centimeters; estimate the area of a square and rectangle in square inches and square centimeters.	Estimating Perimeter and Area	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Practice measuring and estimating the perimeter (length) using non-standard measures as listed above in M.UN.03.08	Ability to estimate perimeter	Estimation	**Scott Foresman Textbook** Chapter 8 Lessons 10

Solve Measurement Problems	M.PS.03.10 Add and subtract lengths, weights, and times using mixed units within the same measurement system.	Adding and Subtracting Measurements	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Use real world situations in story problems and/or hands-on applications to practice adding and subtracting lengths, weights, and time	Knowledge and understanding of adding and subtracting lengths, weight, and time	Centimeter Meter Decimeter Kilometer Inch Foot Yard Mile Gram Kilogram Pound Ounce	**Investigations:** From Paces to Feet Inv. 2 Sessions 3 – 7 Supplemented material needed
	M.PS.03.12 Solve applied problems involving (money), length, and (time).	Applied Problems Length	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Solve real world situations using length examples	Demonstrate ability to add and subtract length	Inch Feet Mile Millimeter Centimeter Meter Kilometer	Supplemented material needed
	M.PS.03.13 Solve contextual problems about perimeters of rectangles and areas of rectangular regions.	Applied Problems Perimeters and Areas	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Use real world situations in story problems and/or hands-on applications to practice for perimeter and area measurements	Knowledge and understanding of perimeter and area measurements	Inches Square Inches Feet Square Feet Centimeters Square Centimeters Meters Square Meters	**Scott Foresman Textbook** Chapter 8 Lesson 9 & 10
	GEOMETRY							
UNIT 8 **Recognize the basic elements of Geometric Objects** *Pacing: 20 days*	G.GS.03.01 Identify points, line segments, lines, and distance.	Geometry Basics	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Identify real world examples of points, line segments, and lines Calculate distance from one point to another Use Tangrams	Ability to identify points, line segments, and lines Calculate distance	Line Segment Ray Point Angle	**Scott Foresman Textbook** Chapter 8 Lessons 3
	G.GS03.02 Identify perpendicular lines and parallel lines in familiar shapes and in the classroom.	Parallel and Perpendicular Lines	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Find and determine perpendicular (90° angles) lines and parallel lines	Recognize perpendicular lines and parallel lines	Parallel Perpendicular Intersecting	**Scott Foresman Textbook** Chapter 8 Lessons 3 Supplemental material needed for perpendicular

	G.GS.03.03 Identify parallel faces of rectangular prisms in familiar shapes and in the classroom.	Rectangular Prisms	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Find and determine parallel faces with rectangular prisms	Recognize parallel faces in rectangular prisms	Edge Faces Corner/Vertex	**Scott Foresman Textbook** Chapter 8 Lessons 3 Supplemental material needed for parallel faces and familiar shapes
Name and Explore Properties of Shapes	G.GS.03.04 Identify, describe, compare, and classify two-dimensional shapes, e.g., parallelogram, trapezoid, circle, rectangle, square, and rhombus, based on their component parts (angles, sides, vertices, line segment) and on the number of sides and vertices.	Two-dimensional Shapes	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Identify two-dimensional shapes and show the individual parts of each shape	Name two-dimensional shapes and its component parts	Triangle Rectangle Square Parallelogram Rhombus Trapezoid Circle Right Angle	**Scott Foresman Textbook** Chapter 8 Lessons 2 & 4 **Investigations:** Exploring Solids and Boxes Inv. 2 Supplemental material needed for parallelogram, rhombus, and trapezoid
	G.SR.03.05 Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles.	Construction of Two-dimensional Shapes Congruent Properties	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Composes and decompose triangles and rectangles into smaller triangles Form rectangles and triangles using smaller triangles Decompose a parallelogram into a rectangle and two right triangles Example: 	Ability to compose and decompose rectangles, triangles, and parallelograms	Congruent Flip Turn Slide Right Triangle	**Scott Foresman Textbook** Chapter 8 Lessons 5 & 7 **Investigations:** Exploring Solids and Boxes Inv. 2 Supplemental material needed for decomposing
Explore and Name Three-dimensional Solids	G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).	Identify and Construct Three-dimensional Figures	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Create three-dimensional solids and identify component parts	Understand and create three-dimensional solids Label component parts of three-dimensional solids	Rectangular Prism Pyramid Cube Cone Cylinder Sphere Faces Surface Bases Edges Vertices	**Scott Foresman Textbook** Chapter 8 Lessons 1 **Investigations:** Exploring Solids and Boxes Inv. 1 Sessions 1 & 2 Supplemental material needed for solids
	G.SR.03.07 Represent front, top, and side views of solids built with cubes.	Views of Three-dimensional Figures	Teacher Observations Student Homework	End of Unit Assessment End of Year Assessment	Draw nets showing front, top, and side view of cubic solids	Design and create nets showing front, top, and side view of cubic solids	Nets Top View Side View Front View	**Investigations:** Seeing Solids and Silhouttes Inv. 1 & 2